

Progression from Nursery to Reception

	Nursery	Reception
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Comes into Nursery happily, sometimes with adult support • Knows the daily routine • Willing to have a go at activities with adult support • Develops a bond with 'key adults' • Hang belongings in cloakroom and find their own items • Tidies away toys and clears away things that have been used • Assists an adult when asked • Ask to go to the toilet • Can wait for their turn to talk in small group activities • Is able to take turns, with adult support • Is beginning to express feelings • Is able to share, with adult support • Can join in with a group game led by an adult • Enjoys imaginative play 	<ul style="list-style-type: none"> • Comes into school happily and independently • Awareness of adults within school • Aware of daily routines • Can organise themselves in the environment – class, cloakroom, lunchtime • Will have a go at activities independently • Will tidy away items safely • Responds to others during conversations • Ask to go to the toilet when needed • Will wait their turn and put hands up to talk • Play co-operatively and look after toys • Can express feelings • Find resolutions without conflict • Is involved in more complex imaginative play with changing roles • Shows awareness of others • Can play a game in a small group of peers

Communication and Literacy Development

- Ask lots of questions – why, what, where, who
- Answer questions about why something has happened
- Using longer sentences and linking ideas
- Describe events that have already happened
- Have mostly clear speech and can be easily understood
- Listen to longer stories and answer questions immediately afterwards
- Follows instructions
- Use talk to organise themselves
- Enjoy make believe play
- Can communicate basic needs to an adult

- Take turns in much longer conversations
- Use well-formed sentences that can be understood
- Re-tell short stories in order, using story language
- Using most speech sounds and can be understood easily
- Enjoy listening to stories and making up their own
- Ask relevant questions in response to what they have heard
- Understand a 2 part instruction
- Understanding more complex language including prepositions, sequencing, time
- Use talk to take on different roles during imaginative play
- Use talk to work out problems and organise thinking
- Using talk to develop good friendships
- Understands past, present and future

<p>Physical Development</p>	<ul style="list-style-type: none"> • Hold pencil with a tripod grip and is developing a hand preference • Put on socks and shoes • Put arms into coat • Do up a zip to the top once started • Attempt to eat with a fork and spoon and trying to use a knife. • Wash hands independently • Go to the toilet independently and is able to wipe themselves clean • Use scissors to cut paper and hold scissors correctly • Uses a range of different tools e.g. paint brush, crayons, glue stick etc • Can sit stable on a chair and cross legs on carpet 	<ul style="list-style-type: none"> • Can get changed and unchanged with very little support • Can put coat on independently. • Uses a knife and fork competently • Knows what food they like / dislike • Go to the toilet independently and is able to wipe themselves clean • Can walk up and down stairs one foot per step • Uses scissors competently to cut out shapes • Plays all variety of ball games – can kick, catch and throw a ball • Can copy a sequences of actions
<p>Literacy Development (Reading)</p>	<ul style="list-style-type: none"> • Working on phase 1 phonics • Recognise name and initial letter • Enjoys stories and can join in with repeating phrases • Can give a favourite story and talk about it 	<ul style="list-style-type: none"> • Working on phase 2 and 3 phonic • Recognises name and familiar signs in the environment • Begins to read words and simple sentences

	<ul style="list-style-type: none">• Can hold a book the correct way up• Will look at books independently	<ul style="list-style-type: none">• Hears and says the initial sounds in words• Uses phonic skills to decode and segment words• Recognises and reads aloud tricky words • Beginning to develop fluency when reading decodable books • Answers questions in relation to what they have read
Literacy Development (Writing)	<ul style="list-style-type: none">• Copy and write name• Draw a face• Colour in carefully• Make marks on paper - crosses	<ul style="list-style-type: none">• Write name independently• Uses a pencil to effectively form letters• Writes initial sounds and simple words e.g. Cat, dog• Uses phonic knowledge to write words containing Phase 2 and Phase 3 sounds e.g. shop, rain, sigh• Writes simple sentences using phonetically plausible spelling• Attempts writing independently• Writes for different purposes e.g. lists, stories, signs, labels etc

<p>Mathematics Development (Number)</p>	<ul style="list-style-type: none"> • Count to 10 • Recognise numbers to 10 • Place 1 to 5 in order • Write 1 – 5 in order • Interest in counting objects, movements, claps • Interest in numbers in the environment 	<ul style="list-style-type: none"> • Count forwards and backwards to 20 from any given numbers • Counting 1:1 correspondence to 20 • Number sequences to 20 forwards and backwards • Recognise, order and write numbers to 20 • Identifies 1 more or one less to 20 • Adds/subtracts 1 digit numbers up to 20
<p>Mathematics Development (Shape, Space and Measure)</p>	<ul style="list-style-type: none"> • Solves a simple jigsaw • Can stack 5 or more objects • Can match shapes in a game • Can play snap games 	<ul style="list-style-type: none"> • Begin to recognise and use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes • Use familiar objects and common shapes to create and recreate patterns and build models. • Begin to use everyday language related to time and money • Order and sequence familiar events. • Can describe their relative position such as 'behind' or 'next to'. • Order 2 or 3 items by length, height, weight or capacity.
<p>Understanding the World Development</p>		

	<ul style="list-style-type: none"> • Understand language of today, tomorrow and yesterday. • Speak about an event which has happened in the past and discuss a future event. • Ask questions about objects, events and animals observed in their environment. • Considers and offers explanations of how things might work • Look closely at similarities, differences, patterns and changes. • Talk about the daily weather and link to seasons 	<ul style="list-style-type: none"> • Use language associated with time – today, tomorrow, yesterday, week, month, year • Understand and speak about events in past, present, future. • Make observations about objects, events and animals and answer questions. • Find out how things work by observations and experimentation • Know what happens within each season and how the weather changes • Use descriptive terms such as ‘smooth’, ‘rough’ ‘boiling’ and ‘freezing’, ‘floating and sinking’ • Know about similarities and differences in relation to places, objects, materials and living things • Identify similarities and differences • Uses a range of different equipment e.g. remote control, Ipad, telephone • Know about similarities and differences between themselves and others, and among families, communities and traditions
Expressive Arts and Design Development		

- Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes
- Knows some colour words – primary colours
- Drawings have some resemblance to people, objects
- Make simple marks based on own experiences
- Can cut snips of paper
- Build and stack objects and join objects together
- Build with a purpose in mind
- Use simple tools to shape, assemble and join materials – glue, paste, scissors , tape
- Sing simple rhymes and clap to a song
- Move to music
- Uses realistic toys in pretend play

- Produce recognisable drawings of people and objects
- Develop language of colour and mix colours to make new colours
- Develop simple patterns by printing with objects using range of materials
- Use scissors along straight and curved shape
- Build and join 3D structures using a range of materials for a specific purpose
- Experiments with colour, design, texture and function
- Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving
- Follow rhymes and patterns using voice and instruments
- Introduce a storyline or narrative into their play.
- Play cooperatively as part of a group to develop and act out a narrative.